

Unit Planning Guide: Grade 3 Unit 1 of 9

Unit Title: Building Community Within our Classroom as we Become Independent Readers, Writers and Thinkers	Pacing (Duration of Unit): 5 weeks (Weeks 1-5)
Grade: 3	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllabic words.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

SL.3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

WiDA Standards (ELL)

WiDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to

SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, verbs, and adjectives in general and their functions in particular sentences.

L.3.1b Form and use regular and irregular plural nouns.

L.3.2c Use abstract nouns (e.g., childhood)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2b Use commas in addresses.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)

RL.3.1 (Literature) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.1 (Informational) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- A respectful community promotes cooperation and positive interaction among individuals
- Communities take a multiplicity of forms and all communities share basic characteristics and needs
- Members of a community have rights, liberty, and responsibilities.
- Third graders work to grow and develop as independent readers, writers, listeners, and speakers for multiple authentic purposes.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What does it mean to be a member of a community?
- What is needed to build a successful community?
- How does working as a community help us to reach our goals?
- How do we learn about building community from reading, writing, listening, and speaking?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- That community members listen to and help one another.
- That word phonics and word analysis are strategies for sounding out words.
- That asking questions is a way of learning.
- That stories have a beginning, middle and end
- That writing is a process which includes learning, working independently and receiving/giving help to others.

Key Academic Vocabulary:

'Building Community':
abstract nouns
reasons
collaborative discussion

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying the communities of which they are a member (Applying)
- Applying grade-level phonics and word analysis skills in decoding words. (Applying)
- Asking & answering questions to demonstrate understanding of a text (Applying)
- Writing narratives that include characters and have a beginning, middle and end.
- Collaboratively sharing and editing their stories.

community cooperation liberty responsibility characteristics respecting differences compassion empathy main idea details	
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